**COURSE INTRODUCTION:**

**Fifth grade English Language Art students will utilize higher level thinking skills and** strategies necessary to interact with complex literature, topics, and themes.  While studying and analyzing relevant and rigorous texts of various genres and content areas, students will be able to authentically explore the world around them.  Through writing, students will create and critique persuasive, narrative, and informative pieces that are both succinct and meaningful. In the exploration of English Language Arts, students will utilize technology to express and present their research, thoughts, and demonstrate learning.   As competent and participatory citizens, students will utilize speaking skills to persuade and inform as well as use listening strategies to critique and/or gain information.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

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| UNIT DESCRIPTION:  In this course, fifth graders will read and write poems.  The focus will be on comparing and contrasting prose to poetry.  Students will read and listen to poetry before embarking on writing their own poetry collection around a theme. | SUGGESTED UNIT TIMELINE:     3 – 4 Weeks<br><br>CLASS PERIOD (min.): 45 – 60 |
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| **Reading Poetry**<br><br>Students need to hear and read many poems before they ever write a poem.  Teachers can read aloud poems to the class and have students listen to poetry performed on web sites such as poetryoutloud.org and poets.org.  Students can also read poems in guided reading groups, during shared reading (where the teacher and students can both see the text) and during independent reading time.  Because students will be writing poems around a theme, teachers will need to have anthologies of poems available for students to read and use as mentor texts as they write.<br><br>The format of this unit is Reader's Workshop (45-60 minutes) which consists of:<br><br>• Mini-lesson 10-15 minutes.  Teacher presents concepts through Read Alouds, Think Alouds, and Shared Reading.<br>• Guided Reading (small groups).  Teacher selects text (poems) at students instructional reading level to concepts taught in mini-lesson, increase comprehension, and fluency.<br>• Independent Reading time.  Students select text (poems, poem anthologies) to read on their own.<br>• Share time.  Students have time to share what they have read or concepts they have worked on during Independent Reading time.<br><br>**Writing Poetry**<br><br>**Students will write poems using Writing Workshop.**<br><br>The format of this unit is Writer's Workshop which consists of:<br><br>• <u>Mini-lesson</u> 10 – 15 minutes. Teacher presents concepts through read alouds, think alouds, modeled writing, and shared writing. | |

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| • Independent Writing 30-40 minutes  Teacher confers with individuals or works with small writing groups while students do all of the things real writers do during the writing process; explore, draft, revise, edit, and publish.<br>• Share Time 5 -10 minutes Students share their writing and thinking with partners, teams, or the entire class.  The writing shared does not need to be in final draft form.  It is important for students to share as they develop a piece of writing.<br><br>***Teachers should incorporate Reading Foundational Skills and Language Standards into this unit in meaningful ways that align with learners' needs.***<br>• <br><br>Diverse Learners<br>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf.<br>Resources based on the Universal Design for Learning principles are available at www.cast.org.<br><br>Provide Feedback | |

**ESSENTIAL QUESTIONS:**

**1. What makes poetry so powerful and personal?**

**2. Why does an author choose to write poetry instead of prose?**

| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | | CROSSWALK TO STANDARDS | | | | |
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| | | CA GLE | Perf orma nce Goal s | CCSS ELA Grade Level | CCSS ELA Anchor | DOK |
| 1.  **Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing simile and metaphor.** | | R.2.B.5.a<br><br>R.2.B.5.b | 1.5<br>1.6<br>2.4 | RL.5.4 | | 2 |

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| 2.  Use grade level text to locate and recognize the text features of poetry. | | R.2.A.5.b | 1.5 2.4 1.6 | RL.5.5 | | 1 |
| 3.  Identify media techniques used to convey messages. | | | 1.5 | RL.5.7 | | 1 |
| 4.  <mark>Determine a theme in a poem and how a speaker reflects upon a topic.</mark> | | R.2.C.5.b | 1.5 1.6 | RL.5.2 | | 3 |
| 5.  Independently read and comprehend complex literary texts (poems). | | R.1.H.5.a R.1.H.5.b R.1.H.5.c R.1.H.5.d R.1.H.5.e R.1.H.5.f R.1.H.5.g R.1.H.5.h R.1.H.5.i | | RI.5.10 | | 3 |
| 6.  Read grade-level instructional text with fluency, accuracy and expression. Adjust reading rate to difficulty and type of text. | | R.1.D.5.a R.1.D.5.b | 1.5 | RF.5.4 | | 1 |

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| 7. Follow a writing process to: use a prewriting strategy; generate a draft; reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word, choice (refer to W2A, W2B, W2C, W2D); edit for conventions; share writing. | | W.1.A.5.a<br>W.1.A.5.b<br>W.1.A.5.c<br>W.1.A.5.d<br>W.1.A.5.e | 1.8<br>2.1<br>2.2 | W.5.5 | | 3 |
| 8. Use technology, including the Internet, to produce and publish an opinion piece of writing. | | W.2.A.5.a<br><br>W.2.A.5.b | 2.1 | W.5.6 | | 4 |
| 9. Participate in the writing process to develop an idea into an opinion piece of writing. | | W.1.A.5.a<br><br>W.1.A.5.b<br><br>W.1.A.5.c<br><br>W.1.A.5.d<br><br>W.1.A.5.e | 1.8<br>2.1<br>2.2 | W.5.10 | | 4 |
| 10. Create a poetry presentation using the format appropriate to the intended audience and purpose. | | | 1.5 | SL.5.5 | | 1 |
| 11. Recognize and explain the meaning of common idioms, adages, and proverbs. | | | 1.5<br><br>1.6<br><br>3.5 | L.5.5 | | 3 |

**ASSESSMENT DESCRIPTIONS\*:**  (Write a brief overview here. Identify Formative/Summative.  Actual assessments will be accessed by a link to PDF file or Word doc. )

**Formative Assessment:**

1. Anticipation Guide
2. Brainstorming Categorizing
3. Writing Conference Notes Formative Assessment

**Summative Assessment:**

It Doesn't Have to Rhyme Poetry Unit Scoring Guide

**\*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items.  Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)**

| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) |
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| **Obj. 1** <br><br> **2** | 1. **Essential Question - What is a poem?** <br> Have students brainstorm what they think makes a poem.  List these ideas on an anchor chart in the room.  At the end of the unit, have students brainstorm this again and compare how their answers have changed. <br><br> "A poem is a compact piece of writing that contains one or more poetic elements."  Shelley Tucker author of *Writing Poetry* <br><br> Introduce the unit by reading one of your favorite poems to the class.  Let students know that they will be reading and writing poems.  Share **Instructional Strategy 1 Suggestions for Writing Poetry** with students.  Have them list favorite poets or poems in their Writing Notebooks. |
| **Obj. 1** <br><br> **2** | 2. **Essential Question – What are some poetic elements?** <br> **Shared Reading -** Select a poem to that has a metaphor.  Students will either need a print copy of the text or the text shown on an overhead, Smart Board or document camera.  Examples can be found online at: <br> http://silviahartmann.com/metaphor-poem.php <br> http://edsitement.neh.gov/lesson-plan/introducing-metaphors-through-poetry#sect-activities <br> http://www.poets.org/viewmedia.php/prmMID/16075 <br><br><br> **Extended Metaphor in a poem:** *The Road Not Taken* by Robert Frost <br> Listen to the author read the poem.  **http://www.poets.org/viewmedia.php/prmMID/15717** |

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| | | Have students identify the metaphors in the poems and discuss why an author would use a metaphor in a poem.  Have students try their hand at writing metaphors using the **Instructional Strategy 2 Writing Metaphors**.  Students can share their metaphors with partners, teams and class during share time.<br><br>During **Guided Reading** and **Independent Reading** time, have students identify metaphors in poems they are reading. |
| **Obj. 1**<br><br>**2** | 3. | **Essential Question – How is a simile different from a metaphor?**<br>**Shared Reading** - Select a poem to that has a simile.  Students will either need a print copy of the text or the text shown on an overhead, Smart Board or document camera.  Examples can be found online at:<br>http://edsitement.neh.gov/lesson-plan/recognizing-similes-fast-whip#sect-introduction<br>http://www.poetryteachers.com/poetclass/lessons/teachsimiles.html<br>http://www.imschools.org/cms/Units/Poetry/student.htm<br><br>Have students identify the similes in the poems and discuss why an author would use a simile in a poem.  Have students try their hand at **Instructional Strategy 3 Writing Similes**.  Students can share their similes with partners, teams and class during share time.<br><br>During **Guided Reading** and **Independent Reading** time, have students identify similes in poems they are reading.<br>**Suggested Mentor Text –** *Quick as a Cricket* by Audrey Wood |
| **Obj. 2** | 4. | **Essential Question – What are text features of a poem?**<br>**Shared Reading –** Students will need copies of prose and a poem about the same topic in order to compare and contrast the text features of prose and a poem.  A suggested poem is *The New Colossus* by Emma Lazarus which is about the Statue of Liberty.  Show the text of the poem.  See if students can infer what landmark the poem is about.  Use the **Instructional Strategy 4 Compare and Contrast Poetry and Prose About the Statue of Liberty**.  The worksheet has a web site from the National Parks Service that explains the history of the poem.  An encyclopedia description of the Statue of Liberty can also be used at the prose text to use with the **Instructional Strategy 5 Prose and Poetry Compare and Contrast Graphic Organizer & Prose and Poetry Compare and Contrast Graphic Organizer Possible Answers** to determine how the text features of prose and poetry are similar and different.<br><br>**Guided Reading –** Choose poems for student to read in guided reading groups.  Have student look at how poems are **organized** and how the text features are the same and different from prose. |

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| | | **Mentor Text Read Aloud suggestions** – <br> *Monumental Verses* by Patrick Lewis (each poem is about a monument) <br> *A Picnic in October* by Eve Bunting, Harcourt Brace & Co, 1999. |
| **Obj. 3** | 5. | **Essential Question – How do authors illustrate their poems?** <br> **Shared Reading–** Select a poem or poetry book that has beautiful illustrations. <br> Suggested mentor text – *The Barn Owls* by Tony Johnston, illustrated by Deborah Kogan Ray. <br> First, lift the text and share only the text of poem.  (use <u>*The Barn Owls* lifted text</u>) <br> Then show student the illustrations and have students notice the: <br> a.   size of objects <br> b.   position on the page <br> c.   how illustrators show distance <br> d.   how illustrators show importance <br> e.   how illustrators illuminate <br> f.   how illustrators show emotion <br><br> **Suggested Teacher Resource** for more information on how illustrators use graphics – *Picture This How Pictures Work* by Molly Bang. <br><br> **Guided Reading –** Select illustrated poems for students to evaluate how effectively the illustrations impact the poems. <br> **Independent Reading –** Have illustrated poems for students to read in order to evaluate how effectively the illustrations impact the poems. |
| **Obj. 4** | 6. | **Essential Question - How do you read a poem aloud?** <br> Show students examples of poetry read aloud by using http://www.poetryoutloud.org/poems-and-performance/watch-video (video) or http://www.poets.org/(audio only).  Students need to hear how poetry is read.  It's even more powerful if students have the text to follow along to understand where the narrator pauses.  It's not always at the end of a line.  Poems are interpreted by meaning, so a person who recites the poem needs to understand the meaning.  After listening and watching poems, have students select a poem they would like to recite.  It can be a poem they have written or read.  Let students practice with a partner.  Let students recite their poems in small groups and when they are confident, in front of the class.  The more students watch and listen to poems being read by others, the more confidence they will gain. <br><br> **Guided Reading –** Have student bring poems to guided reading groups that they would like to recite. <br> Suggested link for using poetry to increase fluency: |

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| | | http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html<br><br>**Independent Reading** – Have students read to select poems they would like to recite.<br>Suggested poems –<br>**Shel Silverstein Poems**<br>*http://faculty.weber.edu/chansen/humanweb/projects/MeghanUng/poems.htm*<br>**Tim Rasinski**<br>http://timrasinski.com/presentations/camp_read-a-lot_poems_2005.pdf<br>**Poems for Two Voices**<br>http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf<br>http://www.everything2.com/title/poems+for+two+voices<br>http://www.edmondschools.net/Portals/0/docs/POEMTWOVOICES.pdf<br>http://www.poets.org/ |
| **Obj. 5** | 7. | **Essential Question - How do poets craft a poem?**<br>**Modeled Writing** – Choose poem forms to model to students during Writing Workshop. It's important to model different forms centered around a theme you have chosen.  Think aloud as you write and encourage students to take risks with their poems they are going to write around a theme they have chosen.  The following link has examples of different poetry forms you can choose to model.<br>http://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-community-crafting-391.html?tab=4#tabs<br>**Shared Writing** – As students become more comfortable with forms, move to writing with input from the class.  Students may offer ideas as you craft poems together. Share questions and answers by published poets with students.<br>http://www.studentpublishingprogram.org/q_and_a/<br>**Small Group Writing Instruction** – While students write independently, meet with small groups of students who may need extra support.<br>**Conferences** – Confer with students during Independent Writing time to coach writers as they craft their poems.  Encourage students to bring poems or books by other authors that they are using as mentor texts to the conference. |
| **Obj. 6** | 8. | **Essential Question - How do poets present or publish their poems?**<br>Share how poets present or publish their poems with anthologies and online resources. |

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| | | **Show the following examples:**<br><br>http://www.blurb.com/books/1379521<br>http://portal.acs.org/portal/acs/corg/content?_nfpb=true&_pageLabel=PP_ARTICLEMAIN&node_id=1569&content_id=CNB P_029823&use_sec=true&sec_url_var=region1&__uuid=8dac93c0-77fa-42a4-8c2c-364c9d770234<br><br>**Essential Question: How do the illustrations impact the meaning of the poem?  What have the illustrators done to create a mood and express sensory details?  Create an anchor chart that records what students notice about the illustrations.**<br><br>Provide access to computers and art supplies/paper for students to illustrate their poems.<br><br>**Students can use the following links to publish their poems:**<br>http://interactives.mped.org/view_interactive.aspx?id=110&title=<br>http://www.readwritethink.org/files/resources/interactives/shape/<br>**Publishing ideas:**<br>http://www.donegal.k12.pa.us/page/425 |
| **Obj. 7** | 1. | **Essential Question:  What are adages?  How do poets use adages in their poetry?**  Show students examples of adages:<br>http://www.enchantedlearning.com/english/adages/<br>http://www.topword.net/?Adages<br>http://www.literaryterminology.info/famous-adages/<br><br>Create an anchor chart of current adages generated by students.<br><br>**Suggested poem:**<br><br>*Mending Wall* by Robert Frost  http://www.poets.org/viewmedia.php/prmMID/15719  is an example of a poem that uses the adage "good fences make good neighbors".  See if students can pick out the adage that Frost uses to craft his poem and if they can determine how Frost feels about the fence between him and his neighbor.  Is the fence a metaphor for something bigger?  Students can list adages in their writing notebooks that they might want to use in their poetry. |

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| | **Essential Question(s):  What is the difference between an adage and an idiom?  Once students understand an adage, show them some common idioms?**<br><br>http://examples.yourdictionary.com/idiom-examples.html<br>http://www.buzzle.com/articles/idiom-examples-of-idioms.html<br><br>Create an anchor chart for idioms generated by students.  Have students come up with working definitions for adages and idioms.  Students can list idioms they might consider using in their poems.<br><br>**Suggested texts for idioms:**<br>*In a Pickle and Other Funny Idioms* by Marvin Terban, 1983.<br>*More Parts* by Tedd Arnold, 2001.<br>*Scholastic Dictionary of Idioms* by Marvin Terman, 1998.<br><br><br><br>**Student Interactive** Eye on Idioms (students can show their understanding of idioms by using this web site)<br>http://www.readwritethink.org/files/resources/interactives/idioms/ |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** |
| **Obj. 1**<br><br>**2** | 2.  Students brainstorm with teachers what they think makes a poem.  Students begin listing favorite poems and authors in their Writing Notebooks.  Students discuss the **Instructional Strategy 1 Suggestions for Writing Poetry** worksheet with a partner and place in their Writing Notebook for ideas. |
| **Obj. 1**<br><br>**2** | 3.  Students identify metaphors in texts during Shared Reading.  Using the **Instructional Strategy 2 Writing Metaphors** worksheet, students will practice writing metaphors and then share with a partner, team, or class.  During guided reading and independent reading, students will find metaphors.  Students can begin to categorize metaphors into categories such as:<br>• metaphors about people<br>• metaphors about thoughts and emotions<br>• metaphors about places |

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| **Obj. 1** <br><br> **2** | **4.** | Students identify similes in texts during Shared Reading.  Using the **Instructional Strategy 3 Writing Similes worksheet**, students will practice writing similes and then share with a partner, team, or class.  During guided reading and independent reading, students will find similes.  Student can use *Quick as a Cricket* by Audrey Wood as a mentor text to write similes that describe themselves. |
| **Obj. 2** | **5.** | Students compare and contrast the text features of the poem **Instructional Strategy 4** *The New Colossus* and an encyclopedia entry about the Statue of Liberty using the **Instructional Strategy 5 Compare and Contrast Graphic Organizer**.  Students brainstorm other monuments they might be interested in writing a poem about. **Suggested Mentor Text** – *Monumental Verses* by Patrick Lewis. |
| **Obj. 3** | **6.** | Students read illustrated poems to find illustrations that show: <br> a.   size of objects <br> b.   position on the page <br> c.   how illustrators show distance <br> d.   how illustrators show importance <br> e.   how illustrators illuminate <br> f.   how illustrators show emotion <br><br> Students draw ideas that they may want to write poems about in their Writing Notebooks. |
| **Obj. 4** | **7.** | Students listen to and read independently poems that they would like to recite.  Students need to have a variety of poems to read at a variety of levels.  Students may practice with partners on poems that are for one or multiple readers.  Students can keep track of poems they enjoy using a checklist: <br> http://www.readwritethink.org/files/resources/lesson_images/lesson351/checklist.pdf |
| **Obj. 5** | **8.** | Students craft poems around a theme of their choice in their Writing Notebooks after observing modeled and shared writing.  Students can use mentor texts and poems as examples during their writing.  Students share their writing with partners or the class during **Author's Chair**.  Students will also confer with their teacher during **Independent Writing** time. |
| **Obj. 6** | **9.** | Students illustrate, publish online or use graphics to enhance the meaning of their poems.  Example of illustrated poems around the theme of Earth Day: |

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| | http://portal.acs.org/portal/acs/corg/content?_nfpb=true&_pageLabel=PP_ARTICLEMAIN&node_id=1569&content_id=CNBP_0298 23&use_sec=true&sec_url_var=region1&__uuid=8dac93c0-77fa-42a4-8c2c-364c9d770234<br>Example of student illustrated poems in an anthology:<br>http://www.blurb.com/books/1379521 |
| **Obj. 7** | **10.** Students list adages and idioms they like in their writing notebooks.  Students can choose several adages and idioms to illustrate.  Once students have illustrated their adages and idioms, they can write a poem that goes with the illustration.  Students can use the **Interactive Web Site** Eye on Idioms http://www.readwritethink.org/files/resources/interactives/idioms/ to show their understanding of idioms**.** |

**UNIT RESOURCES: (include internet addresses for linking)**

**Themed Poetry Collection Resources**

http://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-community-crafting-391.html

**Poems to use in the classroom**

http://www.poets.org/page.php/prmID/495
http://poetry.org/links.htm
http://www.storyit.com/Classics/JustPoems/classicpoems.htm

**Create a poetry notebook online**

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http://www.poets.org/viewmedia.php/prmMID/5638

**Create a Found Poem**

http://www.readwritethink.org/files/resources/lesson_images/lesson49/RWT028-4.pdf

**Found Poems and Headline Poems**

http://www1.ncte.org/library/files/Store/Books/Sample/18488chap1.pdf

**Adages - Robert Frost Poem Mending Walls**

http://www.poets.org/viewmedia.php/prmMID/15719

http://www.topword.net/?Adages

http://www.enchantedlearning.com/english/adages/

**Idioms**

http://www.readwritethink.org/files/resources/interactives/idioms/

**Poetry Out Loud**

http://www.poetryoutloud.org/

**Tones in Poetry**

http://www.poetryoutloud.org/uploads/fl/7f027bcc19/The%20Tone%20Map.pdf

**Shape Poems**

http://www.readwritethink.org/files/resources/interactives/shape/

**Acrostic Poems**

http://www.readwritethink.org/files/resources/interactives/acrostic/

**Terms in Poetry**

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http://poetry.org/termsin.htm

**Fun Poetry to Be Performed**

http://www.gigglepoetry.com/poetrytheater.aspx

**Using Poetry to Increase Fluency**

http://www.readwritethink.org/professional-development/strategy-guides/choral-reading-30704.html

**Publishing Ideas**

http://www.donegal.k12.pa.us/page/425

**Types of Poems with Examples**

http://www.readwritethink.org/classroom-resources/lesson-plans/creating-classroom-community-crafting-391.html?tab=4#tabs

http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxformexamples.html

http://www.readwritethink.org/files/resources/lesson_images/lesson351/links.htm

http://www.poetryarchive.org/childrensarchive/forms.do

**Simile and Metaphor Examples**

http://www.buzzle.com/articles/examples-of-similes.html

http://www.buzzle.com/articles/list-of-similes-and-metaphors.html

**Shel Silverstein**

http://www.shelsilverstein.com/pdf/poetry.pdf

**Books**

*Barn Owls* by Tony Johnston, 2000.

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*In a Pickle and Other Funny Idioms* by Marvin Terban, 1983.

*Monumental Verses* by Patrick Lewis, National Geographic, 2005.

*More Parts* by Tedd Arnold, 2001.
*Ozark Night Before Christmas* by Amanda McWilliams, 2004.

*A Picnic in October* by Eve Bunting, 1999.

*Quick as a Cricket* by Audrey Wood, 1982.

*Scholastic Dictionary of Idioms* by Marvin Terman, 1998.

**Teacher Resources**

*Picture This How Pictures Work* by Molly Bang, Chronicle Books LLC, 2000.

*Writing Poetry* by Shelley Tucker, 1992.